

## Self-Reflection

Planning – Designing Instruction (1 = need training, 3 = adequate, 5 = mastered/strength)					
Evidence	1	2	3	4	5
I create pacing guides for each class that is customized to the student needs.					
I have a posted daily schedule.					
I consistently follow the daily schedule that includes ELA, math, science and social studies.					
The students in my class are provided ELA, math, science, and studies instruction for at least as much time each week as their peers.					
I develop weekly lesson plans.					
My daily lesson plans are designed to support students in obtaining high expectations.					
My lessons incorporate the multiple learning domains of Bloom's Taxonomy.					
I have a descriptive daily lesson plan.					
My daily lesson plans include embedded opportunities to learn and practice a variety of skills in a meaningful way.					
While my lessons vary daily based on content and student need, there is a clear structure of routines to support student participation.					
My lesson plans include a focus on language and communication development.					
My lesson plans include monitoring, teaching and assessment of student communication skills and application of skills.					
I integrate individual IEP goals and/or objectives intervention into my lessons.					
I ensure all adults that work in my classroom have any needed training to support student engagement.					
My classroom is accessible to all students or adults to facilitate active learning.					
I ensure students have access to visuals, tactiles, templates, prompts, etc.					

## Self-Reflection

Teaching – Delivering Instruction (1 = need training, 3 = adequate, 5 = mastered/strength)					
Evidence	1	2	3	4	5
I teach concepts using multiple forms of media, expression, or perspectives.					
I provide students multiple ways to participate in the instruction.					
I ask questions that have a variety of possible answers or options.					
I design the instruction with daily opportunities for exploration, questioning, wondering, and productive struggle.					
My students are familiar with the routines and procedures in my instruction.					
I use evidence based strategies when teaching (e.g., I DO, We Do, You Do).					
I have strategies for protecting instructional time and maintaining the daily schedule.					
My daily lessons build on prior learning or experiences.					
My lessons provide opportunities for students to apply mastered skills.					
Students in my room are consistently using the instructional materials in a purposeful way.					
Students in my room are consistently asking/ answering questions related to the lesson.					
During lessons, my students require minimal redirection to focus.					
Students in my room are able to recognize and value their learning success.					
My lessons provide student opportunities for productive struggle.					
I consistently reinforce student progress towards mastery.					
I have collaborated with all the adults that work in the classroom to ensure we are all supporting intervention within instruction.					

## Self-Reflection

Teaching – Delivering Instruction (1 = need training, 3 = adequate, 5 = mastered/strength)					
Evidence	1	2	3	4	5
My students have unique opportunities within the lesson to support their individualized IEP MAGs/STOs.					
I consistently provide my students content vocabulary picture symbols/word cards.					
My student are consistently using content vocabulary.					
I use target vocabulary in more than one unit of study or course.					
I have selected target vocabulary that provides my students increasingly more opportunities to express thoughts, opinions, ideas, and connections.					
My students have access to content vocabulary even when the unit of study is complete					
I ensure students have easy access to picture symbols/communication boards at all times					
My room is full of symbols, icons, or other visual communication tools					
I consistently provide visual prompts to spark communication between students					
My lessons are focused on the larger content, seamlessly integrating the small skills.					
I collaborate with content specialists when needed to ensure high-quality, rigorous instruction.					
My classroom is full of student work.					
I consistently use visual cues/supports, timers, reminders, etc.					
I design my lessons so students apply and reinforce learning of skills across units of study and/or content.					

## Self-Reflection

Assessment – Measuring Learning (1 = need training, 3 = adequate, 5 = mastered/strength)					
Evidence	1	2	3	4	5
I have a system for grading, evaluating, and reporting on student content learning.					
I am knowledgeable about several formal and informal assessment tools.					
I confidently select an assessment to appropriately measure student growth and learning.					
I use multiple sources of data to measure student growth, learning, and needs.					
I use daily student performance to inform and adjust the next day's lesson.					
I use student data to inform my lessons.					
I integrate progress monitoring IEP MAGs/STOs within my content instruction.					
I use general outcome measures to guide lesson planning.					
I use mastery measures to guide intervention.					
I ensure data is collected on student skills, knowledge, and learning on a regular and ongoing basis.					
I individualize progress monitoring to assess individualized skills.					
I design opportunities for student practice in my instruction in order to support mastery and honing of skills.					
I monitor student strengths as well as needs.					
My instructional design and strategies encourage students to wonder, ponder, question, research, and explore.					
I shift my instruction to empower and leverage student inquiry and questioning.					

## Self-Reflection

Refine and Reflect – Teacher Learning and Growth (1 = need training, 3 = adequate, 5 = mastered/strength)					
Evidence	1	2	3	4	5
I use data to drive my decisions including lesson design.					
I create lesson plans that are flexible and responsive to student learning and needs for practice/re-teaching.					
I use student engagement levels to determine which teaching and learning strategies to use.					
I seek opportunities to increase student engagement by continuously reducing barriers.					
I have a clear troubleshooting plan to support any technology, assistive technology, or alternative augmentative communication systems needed for student communication.					
I ensure that target vocabulary is selected and used across content.					
I reinforce concepts taught across content areas/units of study.					
I have a system for sharing student learning with parents including content themes, target vocabulary, successes, and previews of what will be taught next.					
I create summer study guides to preview course standards including: reinforce/pre-teach vocabulary, develop questions and opinions, experience through video, webcasts, etc.					